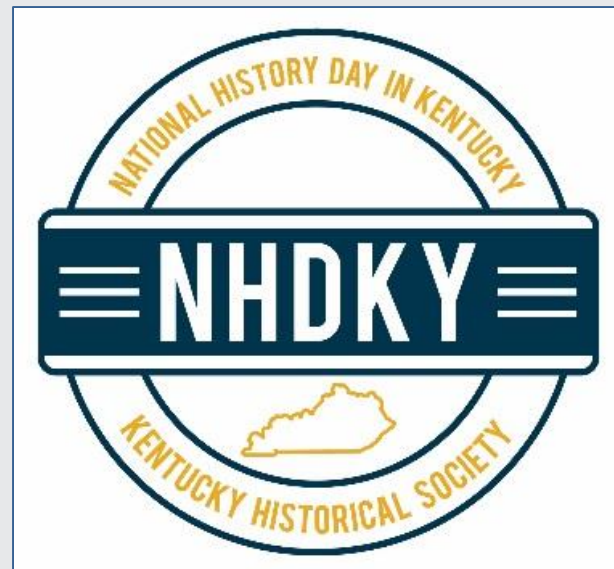


*We educate and engage the public through Kentucky's history to confront the challenges of the future.*

# Kentucky

HISTORICAL SOCIETY

## NHDKy Judges Orientation



# Thank You!

This program could *literally* not happen without volunteer judges such as yourselves!

Your feedback will help students and teachers from across the state!

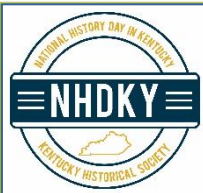


# Theme

- This years' theme is *Breaking Barriers in History*.
- Topics should be able to show historical perspectives.
- Projects should clearly outline what the students perceives as the barrier as well as how that barrier was broken/cracked/etc.



# Expectations of Judges



# What Judges Do

## Judging Teams:

- Teams of two or three
- The captain's role
- Your team's goal is to achieve consensus

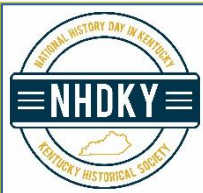


## Judges Will...

1. examine student projects.
2. evaluate the work based on:
  - a rubric with specified criteria
  - parameters spelled out in a rule book
  - an annual theme

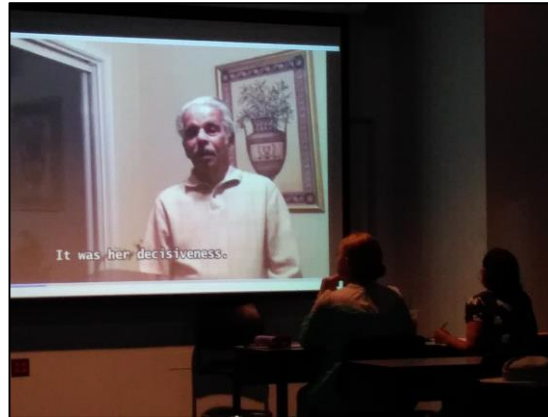


# The Categories

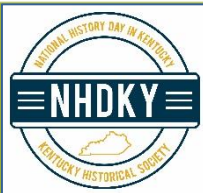


# NHD Categories

- Website
- Paper
- Documentary
- Performance
- Exhibit



# Evaluating Entries





# Entry Evaluation: Why?

- Students have worked very hard for many months on a project that they value.
- They want and need to understand what you think about the quality of their entry.
- They will use your feedback as a guide to improve their project if they advance and for future projects.

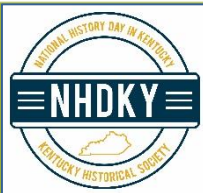


# Reviewing the Research and Project

- Review the Research
  - Skim the process paper and annotated bibliography.
- Review the Project
  - Read student-composed text, review included images, examine design choices.



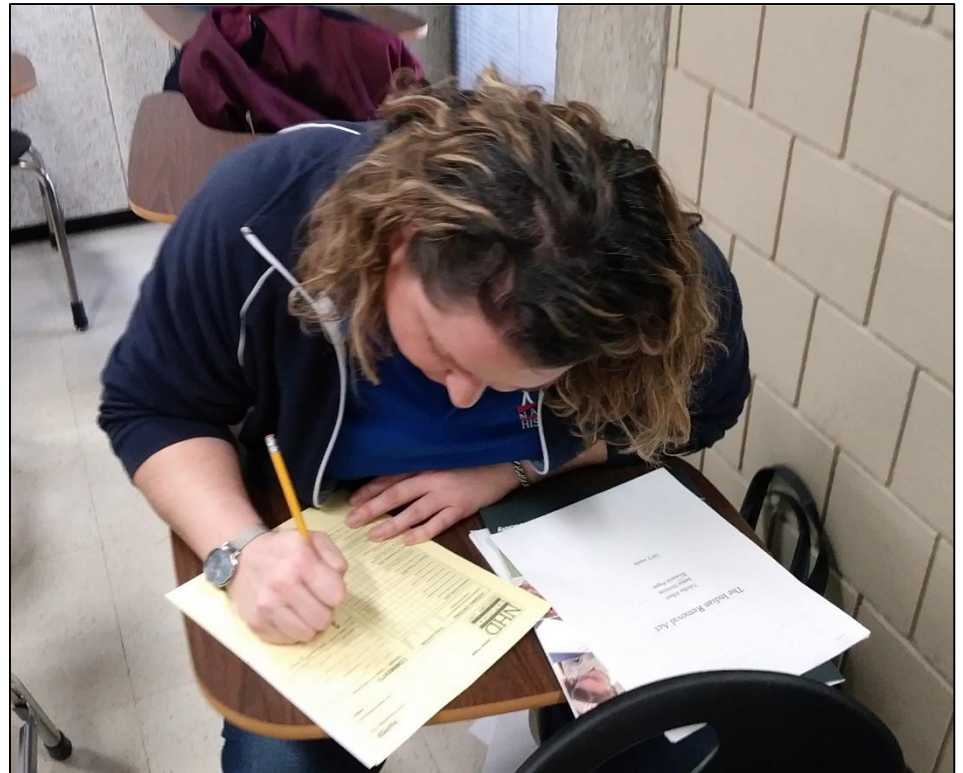
# Evaluating Entries: The Score Sheets



# Eval Sheets: All those little boxes...

You will evaluate entries using relative terms:

- Superior
- Excellent
- Good
- Needs improvement



# Judging Criteria: Historical Quality (60%)

- Does the thesis connect to the annual theme?
- Is their research supported with evidence?
- Do you understand what their own opinion is about the topic and what they believe is important for us to know about it?
- Did they use a variety of source types? Not just one website or one book?
- Are students giving their topic too much credit?

JUDGING CRITERIA (Judging criteria are explained in the <i>Student Contest Guide</i> )	EVALUATION				
	SUPERIOR	EXCELLENT	GOOD		
<b>Historical Quality (60%)</b>					
• Entry is historically accurate					
• Shows analysis and interpretation					
• Places topic in historical context					
• Shows wide research					
• Uses <b>available</b> primary sources					
• Research is balanced					

## COMMENTS

- STRENGTHS
- AREAS FOR IMPROVEMENT



# Judging Criteria: Clarity of Presentation (20%)

- **Do not be swayed by glitz!** Clarity of design is an evaluation category. Carpentry skills and blinking lights are not on the evaluation form.
- A project that has the necessary content, but may need a little more help in the design department should advance over a project that looks great, but is missing significant content. Additionally, any design choices should make sense for the topic and not just be there for decoration.
- Does it have a concise beginning, middle, and end?

<b>JUDGING CRITERIA</b> (Judging criteria are explained in the <i>Student Contest Guide</i> )	EVALUATION						<b>COMMENTS</b> • STRENGTHS • AREAS FOR IMPROVEMENT
	SUPERIOR		EXCELLENT		GOOD		
<b>Clarity of Presentation (20%)</b> • Paper, written material is original, clear, appropriate, organized, well-presented							
• Text is clear, grammatical, and spelled correctly; entry is neatly prepared							

# Judging Criteria: Relation to Theme (20%)

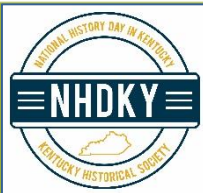
- Does the student understand the theme? Do they explain the significance to your satisfaction?
- How did the topic impact people, place, events, in the short and long term?

<b>JUDGING CRITERIA</b> (Judging criteria are explained in the <i>Student Contest Guide</i> )	EVALUATION					
	SUPERIOR		EXCELLENT			GOOD
<b>Relation to Theme (20%)</b>						
• Clearly relates topic to theme						
• Demonstrates <b>significance of topic in history</b> and draws conclusions						

## COMMENTS

- STRENGTHS
- AREAS FOR IMPROVEMENT

# Evaluating Entries: The Comment Section



# The Comment Sandwich

Positive comment



Constructive  
comments



Positive comment



Start and finish your comments on the forms with something purely positive. Place your constructive feedback in the middle. Students will find this to be a tasty combination!

# The Comment Section: Best Practices

Thought	Constructive Comment
This project needs a lot of work.	You're off to a good start. Consider strengthening your project by...
Performance is just not your thing but your research is strong.	Your courage at creating a performance is admirable, but another category might enable you to demonstrate your research better.
The documentary sound quality was awful.	The poor audio quality of your documentary distracted from the overall project. Consider testing your audio on different systems and in different settings.
Your annotations don't tell me whether you've even read these sources!	Be careful to use your annotations to explain how you used your sources.
Your project does not relate to the theme.	Consider making a stronger case in your process paper for your project's relationship to the theme.
I don't agree with your interpretation.	Reading ____ would have strengthened your entry by providing additional information on which to base your interpretation. OR Historians disagree on interpretation of this topic. Your case would be strengthened by finding additional evidence for ____.



JUDGING CRITERIA <small>(Judging criteria are explained in the <i>Rule Book</i>)</small>	EVALUATION				
	SUPERIOR	EXCELLENT	Good	NEEDS IMPROVEMENT	
<b>Historical Quality (60%)</b>					
• Entry is historically accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows analysis and interpretation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Places topic in historical context	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows wide research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses available primary sources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Research is balanced	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Relation to Theme (20%)</b>					
• Clearly relates topic to theme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates significance of topic in history and draws conclusions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarity of Presentation (20%)</b>					
• Presentation, written material is original, clear, appropriate, organized and articulate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Performers show good stage presence; props and costumes are historically accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Rules Compliance</b>	Yes	No			
• Maintains time requirement (10 minutes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
• Includes annotated bibliography	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
• All equipment student-run	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
• Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

## PERFORMANCE

## COMMENTS

- Strengths
- Areas for Improvement

Fantastic performance. Best one today

Good job. :)

Awesome props!

Love your topic!

This performance deserves a top award.

# Unacceptable Evaluation Form Example

## Problems:

- Please don't provide actual rankings or tell students they deserve an award. Even if an entry places first in the first-round, it may come in lower in the finals. These comments will be very confusing and potentially harmful!
- These comments tell the student nothing about what he did well or how he might improve. They are just flattery.
- The judge clearly thinks this entry is superior. But why? What is so well done? And, is it flawless? There's always room for growth.
- This empty space could be filled with comments.

# Unacceptable Evaluation Form Example

## JUDGING CRITERIA

(Judging criteria are explained in the *Rule Book*)

## EVALUATION

SUPERIOR  
EXCELLENT  
GOOD  
NEEDS IMPROVEMENT

Historical Quality (60%)							
• Entry is historically accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows analysis and interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Places topic in historical context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows wide research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses available primary sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Research is balanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relation to Theme (20%)							
• Clearly relates topic to theme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates significance of topic in history and draws conclusions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clarity of Presentation (20%)							
• Exhibit, written material is original, clear, appropriate and organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Rules Compliance	Yes	No
• Maintains size requirement (40" x 30" x 72")	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Media device maintains time limit (3 minutes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Maintains word limit (500 words)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Includes annotated bibliography	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Other	<input type="checkbox"/>	<input type="checkbox"/>

## COMMENTS

• Strengths • Areas for Improvement

Your labels are crooked.

You've misspelled so many words on this exhibit.

This has to be more than 500 words and it looks too big as well.

Too many "Triangle Shirtwaist Fire" exhibits. Judges have a hard time telling them apart. Pick a better topic.

Next time go to the library and stop using the Internet.

You relied too much on two sources.

Ask your teacher for more help.

More comments are needed here.

## Problems:

- Each of these comments is negative but could be rephrased in the positive.
- If you suspect a rules violation, please verify. Don't guess!
- You may have seen this topic a dozen times, but it's new to this student and he/she deserves your objective feedback.
- Some students live far from a library and many quality websites contain reliable material.
- The checkboxes indicate this entry ranks somewhere in the middle of those in the judge's group, but the comments say NOTHING about what the student did well. What was so "excellent?" The student may conclude that the judge rated the whole project poorly because it wasn't "pretty" and the topic was not favored.

# Better Example #1

## Reasons:

- The comments are positive and criticisms are phrased constructively.
- Specific criticisms are backed up with examples.
- The comments support the checkmarks.

## Better Still:

- More could have been said about why the interviews and sources were so impressive.
- This judge could have written more, particularly about the topic's relationship to the theme.
- Another positive comment or two would be appreciated.

JUDGING CRITERIA	EVALUATION			
(Judging criteria are explained in the <i>Rule Book</i> )	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

Historical Quality (60%)							
• Entry is historically accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows analysis and interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Places topic in historical context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows wide research	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses available primary sources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Research is balanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relation to Theme (20%)							
• Clearly relates topic to theme	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates significance of topic in history and draws conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clarity of Presentation (20%)							
• Presentation, written material is original, clear, appropriate, organized and articulate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Entry is organized, visual impact is appropriate to topic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rules Compliance	Yes	No
• Maintains time requirement (10 minutes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Includes annotated bibliography	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• All equipment student-run	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## COMMENTS

- Strengths
- Areas for Improvement

Very nicely assembled documentary that is interesting and a pleasure to view. Your project is supported by a strong research base. Especially impressive are your interviews and primary sources.

Your argument would have been stronger and more persuasive if more context had been included: more background on social attitudes towards women in sports more generally and in American "car culture" as well as greater reference to the profound transformations in those attitudes and in women's rights and status in the 1970s.

Providing this context would strengthen your research base even more as well as improve your argument.

# Better Example #2

## Reasons:

- The comments are positive and criticisms are phrased constructively.
- Specific criticisms are backed up with examples. This reads like an action plan for improvement.
- The comments support the checkmarks.
- The comments end on a positive note and thanking the student for participating is kind and thoughtful.

JUDGING CRITERIA (Judging criteria are explained in the Rule Book)	EVALUATION			
	SUPERIOR	EXCELLENT	GOOD	NEEDS IMPROVEMENT

<b>Historical Quality (60%)</b>						
• Entry is historically accurate				✓		
• Shows analysis and interpretation				✓		
• Places topic in historical context					✓	
• Shows wide research				✓		
• Uses available primary sources				✓		
• Research is balanced					✓	

<b>Relation to Theme (20%)</b>						
• Clearly relates topic to theme				✓		
• Demonstrates significance of topic in history and draws conclusions					✓	

<b>Clarity of Presentation (20%)</b>						
• Exhibit, written material is original, clear, appropriate and organized					✓	
• Exhibit is organized, has visual impact, correctly uses maps, photos, etc.					✓	

<b>Rules Compliance</b>	Yes	No
• Maintains size requirement (40" x 30" x 72")	✓	
• Media device maintains time limit (3 minutes)	✓	
• Maintains word limit (500 words)	✓	
• Includes annotated bibliography	✓	
• Other		

## COMMENTS

- Strengths • Areas for Improvement

Interesting topic; very relevant to today in the era of laptops/tablets/cell phones, etc. The exhibit itself is laid out in a clean and clear manner.

Although you have a good thesis statement, be sure to incorporate the theme words "Turning Points" throughout your key points. You have to make the case for the connection to the theme.

Adding some information about what events preceded your topic and how your topic influenced events afterward would have strengthened your exhibit. You've included so much important information but it is unclear how these events came to be or their impact in history.

Work to expand your research into other categories of sources. Try to avoid using only websites in your secondary research. The New York Times is great, but work to branch out more. Reading more and varied secondary material also would help you to determine the historical context of your entry.

Enlist the help of a Language Arts teacher for a thorough proofreading of your process paper and exhibit text.

Your annotations are helpful in demonstrating how a source helped you understand your topic.

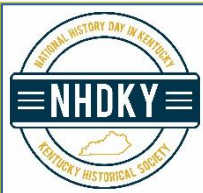
Thank you for participating in NHD.

# Evaluation Sheet Reminders

- Please do not indicate your ranking on the form.
- Please make sure that your comments are clear and explain to the student(s) changes they may wish to make and what they did well. They should understand why you made the decisions you did.
- Each judge will complete an evaluation form for each project with comments.

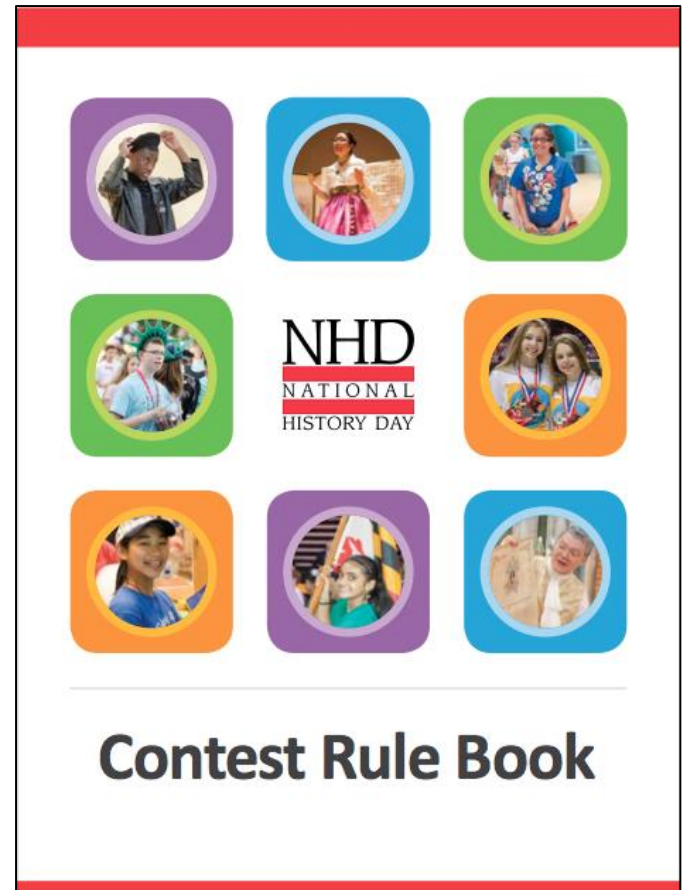


# Evaluating Entries: Rules Compliance



# Entry Evaluation: Contest Rules

- The NHD contest has rules for all entries and specific rules for each category.
- Parameters enable you to compare apples to apples.



# Rules: Minor vs. Major Infractions

	Minor Infraction	Major Infraction	Disqualification
Definition	A violation that does not provide a competitive advantage	Exceeding any of the equalizers (time, size, words), thus creating a competitive advantage by being able to provide more information	The ONLY grounds for this are: 1. reusing an entry from a previous year; 2. plagiarism; 3. tampering with another entry.
Example	School name on process paper, exceeding word count by 10 words, etc.	Exceeding words by 10+, size by 1 inch+, time by more than 5-10 seconds.	
Procedure	Note these in your comments. These violations should not prevent an entry from advancing. Consider them only to break a tie between two entries that are otherwise equal.	Note these in your comments. These entries should NOT advance. If they truly are the best, please consult with NHD staff.	Please do not act on your own. Bring this concern immediately to NHD staff, who will decide if the entry should be removed from competition.

# Required Materials

- Process Paper
  - 500-word description of research process
    - How did they choose the topic?
    - What was their research process?
    - How does the topic fit the theme?
- Annotated Bibliography
  - Primary & secondary sources must be separated.
  - Annotations should explain how the source was useful.
  - Internet sources can be primary and secondary and should be properly cited.
- For Papers – The process paper is not required; the annotated bibliography must be included along with either footnotes or endnotes.
- For Websites – These materials must be integrated into the site.

PROJECT TITLE
STUDENT(S) NAME(S)
DIVISION
CATEGORY
Exhibit contains ____ student-composed words.

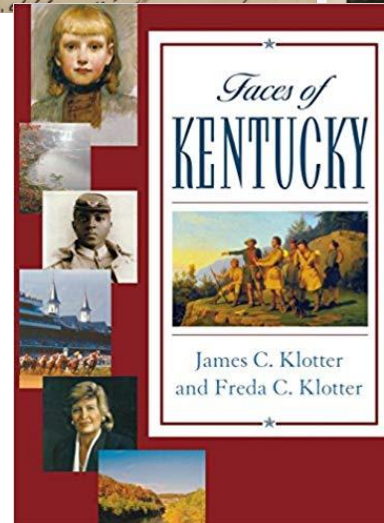
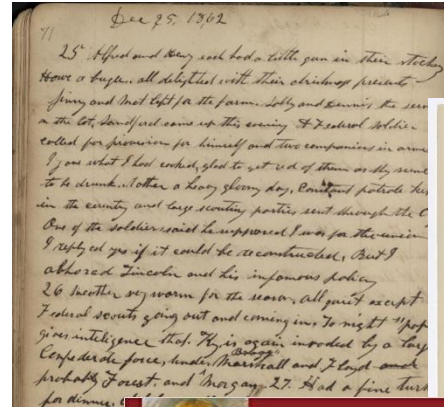
# Primary and Secondary Sources

## Primary Sources:

Materials directly related to a topic by time or participation.

## Secondary Sources:

Materials about a topic, usually based on interpretation of primary sources.





# After Judging: What I Need From You

- **Rank Forms**

- Collaborate with judging group via email to come to a consensus
- Return to Jennifer digitally

- **Evaluation Forms – Do These Well!**

- Remember, these evals will be used by students to improve their projects!
- Return to Jennifer digitally

**NHD**  
NATIONAL  
HISTORY DAY

JUDGE RANK SHEET  
2014 SW Washington – Vancouver

Jr. Group Documentary – Preliminary Pleasant Valley 15

Times	Entry #	Rank	Entry Title
09:20	12001	<input type="checkbox"/>	Child Labor
09:40	12003	<input type="checkbox"/>	Committee of Public Safety
10:20	12004	<input type="checkbox"/>	Berlin Wall
10:40	12009	<input type="checkbox"/>	Japanese Internment
11:00	12002	<input type="checkbox"/>	The Columbia River Crossing
11:20	12006	<input type="checkbox"/>	Civil

Judge 1 (print) \_\_\_\_\_ Judge 2 (print) \_\_\_\_\_

Judge 1 (sign) \_\_\_\_\_ Judge 2 (sign) \_\_\_\_\_

**NHD**  
NATIONAL  
HISTORY DAY

EXHIBIT

JUDGING CRITERIA  
(Judging criteria are explained in the Rule Book)

EVALUATION

COMMENTS  
• Strengths • Areas for Improvement

**Historical Quality (60%)**

- Entry is historically accurate
- Shows analysis and interpretation
- Places topic in historical context
- Shows wide research
- Uses available primary sources
- Research is balanced

**Relation to Theme (20%)**

- Clearly relates topic to theme
- Demonstrates significance of topic in history and draws conclusions

**Clarity of Presentation (20%)**

- Exhibit, written material is original, clear, appropriate and organized
- Exhibit is organized, has visual impact, correctly uses maps, photos, etc.

**Rules Compliance**

- Maintains size requirement (40" x 30" x 72")
- Media device maintains time limit (3 minutes)
- Maintains word limit (500 words)
- Includes annotated bibliography
- Other

Yes No

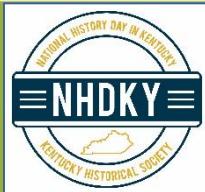
# Alert Me When...

- **You suspect any of these disqualifying offenses:**
  - Plagiarism
  - Reusing an entry or any part of an entry from a previous year
  - Tampering with another student's entry
- **You do not think entries should advance to the next level.**

Here's how to reach me:

[jennifer.disponette@ky.gov](mailto:jennifer.disponette@ky.gov)

502-545-8895 (cell)





# THANK YOU!!!

Thank you again from myself  
and everyone at the  
Kentucky Historical Society –  
this program could not  
happen without you!!!!!!

